FIAE Chapter 10: Conditions for Redoing Work for Full Credit

Nick Hart

Abstract/Reflection

Abstract: This chapter is all about conditions for redoing work for full credit and what to do with work that has been redone. Teachers need to set up a few guidelines to start if they wish to retake work. The first is to have all redone work done at the teacher’s discretion. Also teachers should reserve the right to change the format for an all redone work and assessments. Teachers should also ask parents to sign the original work to make the students take at least a day and night to think about the work that they wish to redo. Teachers also need to account for a few factors such as what grade to give to a student when they redo an assignment. It will not always be the case that students will get a higher grade on the redo they did of the original assignment. The author of the book suggests to just give the higher grade and at no cost would it be beneficial for a teacher to give an average of the two grades. There is an example included as to what could happen at the DMV with averaging retakes used in this chapter. One of the more important aspects to this is for teachers to treat these situations as everyone are adults. Everyone has a bad day here and there so taking into consideration extenuating circumstances for students can be quite beneficial to them. Most people enjoy getting a break on things, especially when they are stressed about it.

Abstract: I thought this chapter was really interesting. I think students should be able to redo work as long as they are showing higher thinking and have a better mastery of the content. Learning is not at all about a grade it is about what the student knows. In a perfect world it would be great to allow all students as much time as they needed to master material, but it is just not the case in the school systems. Students must work and learn in large groups so I think there should be some leeway to each individual student and their work. Sometimes a student just does not understand the material quickly enough to master the material and if we can just give these certain situations a little added time perhaps these students’ grades would not suffer. Now that I think a lot more about what it is like to be a teacher I have realized there is a lot I need to learn about grading and how I will/want to do it in my classrooms. Interesting stuff right here.